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ABSTRACT

This document discusses the need to increase the amount of U.S. international funding that goes to basic education. Because U.S. foreign aid programs are reviewed prior to a new fiscal year, this paper suggests that people can make a difference by working to raise the profile of basic education and by encouraging U.S. policymakers to increase funding and use more appropriate methods for implementing basic education programs. Basic education is defined as that which meets basic learning needs and includes: (1) early childhood care and initial education on which subsequent learning can be based; (2) primary and secondary education; (3) education in literacy; and (4) education for general knowledge, life skills, and workforce skills for youths and adults. The document uses the broader term "education for basic learning" as opposed to "basic education" because the latter is often understood as primary education for children. Education for basic learning is described as fundamental for economic growth, social and environmental development, and political development. Figures illustrate: (1) returns to investments in education versus physical infrastructure in Latin America; (2) relationship between increased education investment and economic growth and increased education and reduced fertility; (3) definition of levels of educational advancement; and (4) matching supporters with key members of Congress. In a section on outreach ideas, the document outlines steps for taking action. A sample letter and lists of relevant committee members in Congress are listed by committee. Examples of A.I.D.'s lobbying successes in policy environment, girls' education, total resource coordination, and quality in the classroom are included. (DK)

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ED 368 610

OUR CHALLENGE:

MAKING EDUCATION FOR BASIC LEARNING

A PRIORITY IN U.S. FOREIGN AID POLICY

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CREATIVE ASSOCIATES INTERNATIONAL

OUR CHALLENGE:

MAKING EDUCATION FOR BASIC LEARNING

A PRIORITY IN U.S. FOREIGN AID POLICY

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Creative Associates International, Inc. (CAII), a private development firm specializing in international education and training programs, developed this document to assist with the promotion of international education efforts. If you choose to join us in this effort and wish to become a member of the International Education Action Alert Network, please contact Steve Horblitt at CAII. As our goal is to reach as many people as possible, please let us know if you need additional copies of this document.

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- **Two out of three adults in developing countries lack basic literacy and numeracy skills.** According to *The World Conference on Education for All*, a total of 960 million adults throughout the world are illiterate -- two-thirds are women.

- **Approximately one-quarter of children in developing countries have *no* access to formal education.**

- **Half of the world's children must share a single textbook with the entire class and learn from under-paid, under-educated and under-trained teachers.**

Our Task

This is a crisis we cannot ignore. U.S. international funding for basic education amounts to less than two percent of funds spent on non-military programs. Our task is to drastically change that ratio over the next five years. Now is the time to act as foreign aid programs of the United States undergo a comprehensive review. The foreign aid authorization and appropriation process for fiscal year 1994 (October 1993-September 1994) has just begun. We can make a difference by working to raise the profile of basic education and by encouraging U.S. policy-makers to increase funding and use more appropriate methods for implementing basic education programs.

Why Basic Education Deserves Support

The World Conference on Education for All held in March of 1990, in Jomtien, Thailand, defines basic education as that which meets basic learning needs and includes:

- Early childhood care and initial education on which subsequent learning can be based;

- Primary and secondary education;

- Education in literacy; and

- Education for general knowledge, life skills and workforce skills for youths and adults.

Conference documents state, *"every person -- child, youth and adult -- shall be able to benefit from educational opportunities designed to meet his or her basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning context (such as knowledge, skills, values and attitudes) required by human beings to survive, develop their capacities, live and work in dignity, participate fully in development, improve the quality of their lives, make informed decisions and continue learning."*

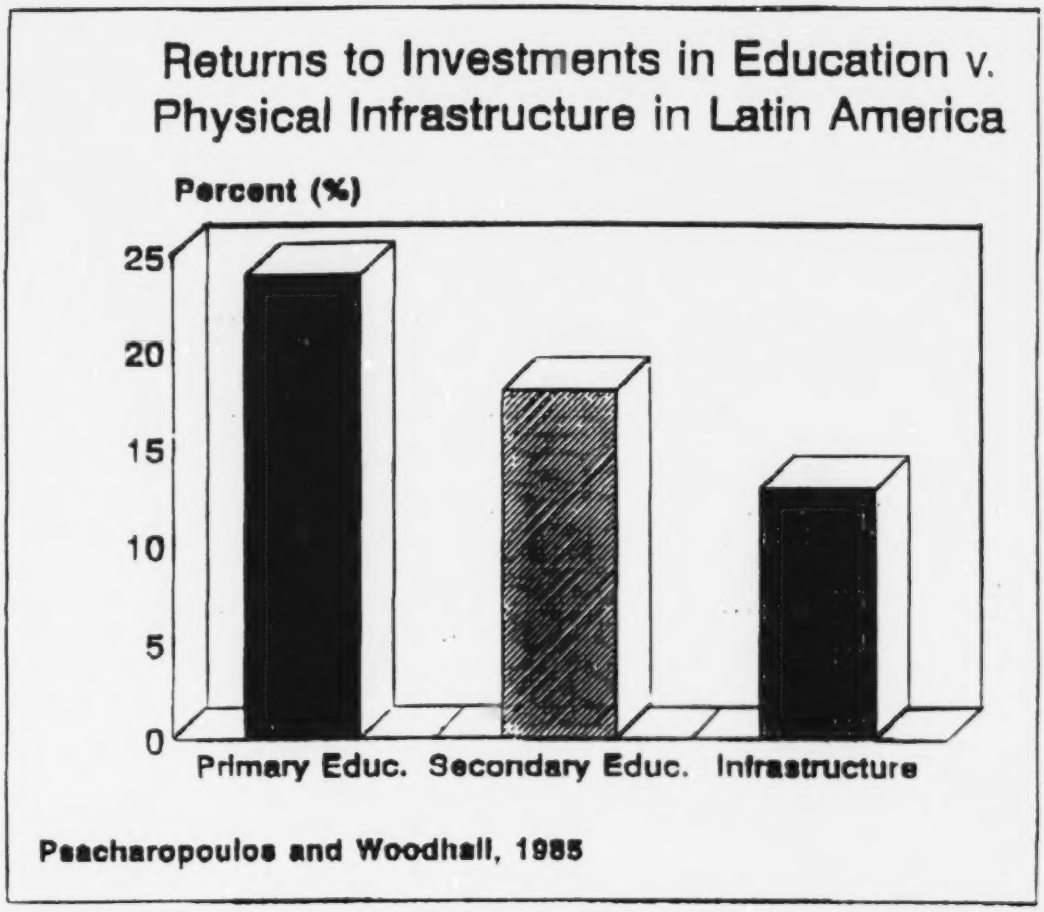
Throughout the remainder of this document we have purposely used the broader term "education for basic learning" as opposed to "basic education" because those unfamiliar with the terminology in the education field (e.g., Congresspersons, businesspersons and sometimes Administration officials) may view "basic education" in the narrow terms of primary education for children. Clearly, the term "basic education" has broader implications as defined by *The World Conference on Education for All* and does not simply refer to primary education. Thus, in order to more clearly encompass the other components of basic education for those unfamiliar with the terminology, "education for basic learning" will be used.

EDUCATION FOR BASIC LEARNING IS FUNDAMENTAL FOR:

- ☑ Economic Growth
- ☑ Social and Environmental Development
- ☑ Political Development

ECONOMIC GROWTH. Education for basic learning has a positive impact on both the individual and society as a whole. Research has shown that adults who receive the equivalent of six years of schooling are more likely to be employed and more productive in their jobs than their uneducated counterparts. In addition, each year of schooling beyond grade three or four is estimated to increase wages by up to 20 percent and has proven to provide greater rates of return than investments in infrastructure. (See Figure 1 for an example from Latin America.) In addition, when education addresses equity issues such as educating girls through strategies to increase access, retention and achievement, the returns are even higher.

FIGURE 1



Prepared by Luis Crouch/RTI, July 1992

Functional literacy is fundamental to the advancement of developing countries. No country has been able to achieve sustainable rates of growth without a largely literate population.[1] Countries poor in natural resources such as South Korea, Singapore and Mauritius have achieved high levels of growth by developing their human capital through education. The South Korean government's emphasis on primary education has fueled its economic growth, providing growth rates of 7 percent per year since the early 1960s.

Basic learning provides the platform from which the advanced skills and technology necessary for successful participation in the global economy can be developed. The global economic networks that control resources are providing increasing benefits only to those at the upper end of the labor market. These upper-echelon labor markets include persons who have benefited from advanced education and training, can apply system analysis, work in teams, communicate and compute. Only populations that have achieved a measure of basic learning can advance to this level.

SOCIAL AND ENVIRONMENTAL DEVELOPMENT. Women with as little as four years of schooling wait longer before getting married, bear fewer children and are capable of identifying and treating diseases that afflict and can kill children. Their families eat more nutritional diets and enjoy longer life expectancies. These statements are borne out by the research, which indicates that one additional year of schooling can result in up to 10 percent fewer births and a 10 percent reduction in child mortality. Importantly, educated men are more likely to accept, encourage and foster this process.

POLITICAL DEVELOPMENT. The United States has a vested interest in the support of democratic institutions and the development of democratic societies. As President Clinton noted, *"Democracies don't sponsor terrorist acts against each other. They are more likely to be reliable trading partners, protect the global environment and abide by international law.... Democracies do a better job of protecting ethnic, religious and other minorities. And elections can help resolve fratricidal civil wars."* Education for basic learning is necessary for democratic governments to succeed: a functioning democracy requires a literate citizenry that has knowledge of the world and the ability to engage in critical thinking.

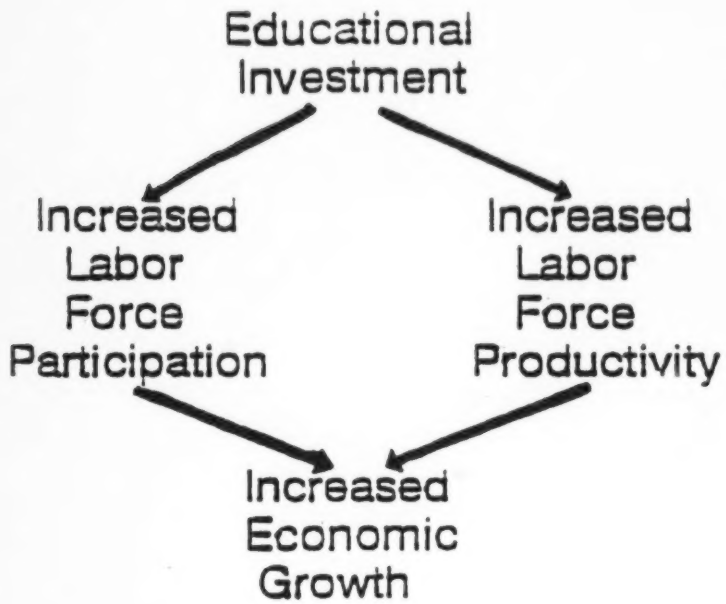
Thus, education is a necessary, albeit not sufficient, condition for advancement in these areas. An educated populace is an important stepping stone and can be measured by increased labor force participation, increased labor force productivity, sustainable economic growth, poverty reduction, improved health and nutrition levels, better environmental protection, population control and the promotion of democratic stability, pluralism and human rights. (See Figure 2).

U.S. Interests and Comparative Advantage in Education. Making education for basic learning a key priority of the U.S. foreign aid program is consistent with the Clinton Administration's philosophy of investing in people. It also complements the President's domestic agenda. At home and abroad, investment in people through education provides a

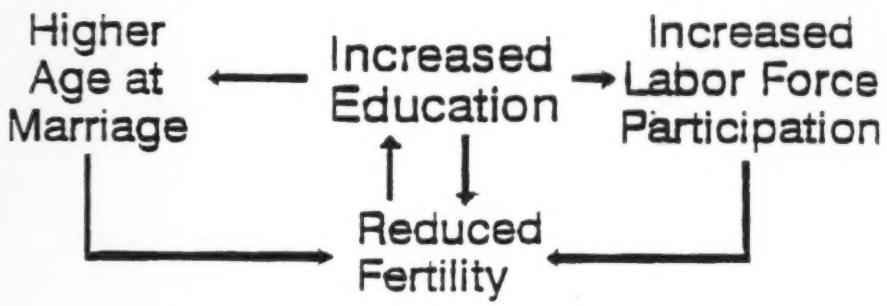
[1] Scholars estimate that an 80 percent literacy rate and near-universal primary school enrollment are necessary for sustainable economic development. Literacy gains of 20 to 30 percent can boost gross domestic product by 8 to 16 percent.

FIGURE 2

Relationship Between
Increased Educational Investment and Economic Growth and
Increased Education and Reduced Fertility



Relationship between increased educational investment and economic growth.



Relationship between increased education and reduced fertility.

Prepared by Luis Crouch/RTI, July 1992

unifying theme and is in the best interests of the United States. Investment in the educational infrastructures of developing countries will improve U.S. market access in those countries and reduce long-term economic dependence on the United States and other developed countries.

U.S. investment in education for basic learning also utilizes the comparative advantage the United States has gained in the provision of education programs. Reporting on U.S. foreign aid to education programs, the Results Education Fund stated, "A.I.D. has exhibited considerable expertise relating to basic education..." Many instances of successful current programs are found in Pakistan, El Salvador, Guatemala and Honduras. The Basic Education Project in Egypt has led to increases in access to schools of 29.7 percent for girls and 13.6 percent for boys in the first year and 34.5 percent for girls and 23.4 percent for boys in the second year. The Primary Education Assistance II project in Jamaica has led to the coordination of community based leadership and the private sector in the improvement of the quality and efficiency of primary education. (See Appendix C for more examples of successful programs.)

Current Trends

The 1980's brought a decline in the reform, expansion and qualitative improvements made in basic learning in many developing countries. The main factor stems from economic difficulties.[2] Developing countries are receiving declining returns for their traditional exports of natural resource products and face stiff trade barriers for processed goods when exporting to industrialized countries. Mounting debt burdens and structural adjustment (reform in fiscal and trade policies) that required reductions in public spending have led to declines in allocations to education. Reductions in education spending have been the most severe in the poorest countries. Of the funds that are spent on education, a relatively small amount are spent on primary education and a relatively large amount are spent on intellectually interesting but economically unproductive fields (e.g., support for university graduates in literature, philosophy, etc.)

Existing Resources for Education for Basic Learning

Funding education programs was not a high priority for donor nations during the 1980s. Less than ten percent of multilateral and bilateral aid went to education and 95 percent of that aid went to secondary and tertiary education, leaving only 5 percent for primary and adult education. While the majority of funds for education come from domestic sources in developing countries, those sources are not enough to meet educational needs. Education experts at *The World Conference on Education for All* estimate that $2 billion per year will be needed in foreign aid to reach a target of primary education for all by the year 2005. As this figure deals exclusively with primary education needs -- not secondary education, literacy or workforce training -- it is conservative. Present levels of donor support for education for basic learning total approximately $1.2 billion or 60 percent of the $2 billion required.

Since 1988, the U.S. Congress has directed A.I.D. to allocate a fixed portion of the Education and Human Resources Development account for basic learning. A.I.D. direct funding

[2] The number of countries designated as "least developed" by the United Nations grew from 30 to 42 over the course of the 1980s.

for education for basic learning (EHR, DA/DFA, ESF funds) was $174 million in FY 1991, $116 million in FY 1992 and is projected to be more than $135 million in FY 1993. These figures represent roughly only 1.5 percent of U.S. non-military bilateral assistance and 11 percent of total international funds donated for education for basic learning.

Based upon the current proportion of funds donated for education for basic learning, the U.S. portion of the additional $800 million needed to reach the $2 billion target will equal almost $90 million. Thus, our goal should be to encourage U.S. support for basic learning at the level of **$225 million in FY 1994**.[3]

How Should Those Funds be Spent?

In general, in the formal education system, support should focus on improvements in:

ACCESS -- number of schools, enrollment and retention

SUPPLY -- teachers, basic instruction materials and textbooks

QUALITY -- teacher training and curriculum development

Specific areas of focus will depend upon the level of educational advancement in each of the developing countries. Quantitative and qualitative measures of each country based upon its level of achievement in these three areas -- access, supply and quality -- place it in one of the three levels of advancement outlined in Figure 3. Education projects should be geared toward the appropriate level of development.

In addition, A.I.D. should maintain policy dialogues with government policy-makers to address equity and coordination issues. Programs geared toward functional literacy, life skills and workforce skills also should be provided for youths and adults appropriate to the level of development within the country.

[3] The current level of $135 million + $90 million = $225 million.

FIGURE 3

Definition of Levels of Educational Advancement

Level 1 Countries

- Access remains low -- particularly for girls and in rural areas;
- Few textbooks, high teacher/student ratios, few instructional materials; and
- Lectures and rote learning as primary mode of teaching, high drop-out and repetition rates, especially for girls.

Level 2 Countries

- Access at the primary level is high and the gender disparity is more prominent at the secondary level;
- Poorly distributed supplies, inequity in distribution of materials; and
- Curriculum not fully responsive to social needs, student/teacher interaction marginal, high drop-out and repetition rates at the secondary level.

Level 3 Countries

- Access to basic learning at the primary and secondary level is good.
- Outdated textbooks and teacher training; and
- Curriculum not appropriate for new socio-economic needs.

Our Focus and Message

The upcoming **appropriations and foreign assistance bills** in the House and the Senate provide us with the opportunity to make our voices heard and to press for increased funds for education for basic learning. To do so, we need to focus on getting our message to those with influence on policy, including the Administration and the Congress. The message needs to be simple and achievable and should contain the following elements.

- Support for an increase in funds for basic learning to bring FY 1994 funding to $225 million.
- Target this support toward providing greater access to schools and improving the supply and quality of teachers and basic instructional materials. Specific support depends upon the level of educational advancement of the individual countries.
- Curriculum development in more advanced countries should be focused on the evolving economic and social needs of the countries and include greater emphasis on scientific and technical skills.
- Special emphasis should be placed on equity issues, including basic learning for girls and women.
- Increased support for education for basic learning should be provided to raise the general level of literacy and numeracy, life skills and workforce skills to improve the skills for the populace in general and the ever-increasing number of small entrepreneurs.
- Increased effort should be made to leverage additional multilateral funds from donors and to coordinate program efforts.

How Do We Achieve These Goals? The Strategy and Specific Actions

Although the task of making education for basic learning a priority in U.S. foreign aid policy may seem like a formidable assignment, it is achievable. What follows are step-by-step, concrete suggestions for future actions. The time is now: the alternatives are unthinkable.

1. Establish an Action Alert Network

The cluster of organizations providing education for basic learning will be used to organize an Action Alert Network. The main purpose of the network will be to encourage key staff and legislators to make education for basic learning a higher priority on the U.S. foreign aid agenda.

As time is short, we will need to mobilize persons concerned with international education quickly, and each organization will need to develop its own system for activating its

membership and making the case for increased support for international education programs.

Creative Associates International, Inc. (CAII) will maintain a list of the members of the Network and will keep members of the Network informed about the progress of foreign aid legislation affecting education for basic learning.

2. **Target legislators with direct responsibility for foreign aid legislation.**

Every year the Congress authorizes and appropriates funds for U.S. foreign assistance. Theoretically, the committees that authorize the legislation are the **House Foreign Affairs Committee** and the **Senate Foreign Relations Committee**. The committees that appropriate the funds are the **House Appropriations Committee** and the **Senate Appropriations Committee**. In practice, the authorizing committees have been unable to pass legislation authorizing programs for several years (mostly because of partisan difficulties). Therefore, in order to compensate, the appropriations committees have included language authorizing the programs in their bills. Nevertheless, we should focus our efforts on both the authorizing and appropriating committees, as the authorizers play a large role in defining the language that may ultimately end up in the appropriations bills. Therefore, the four committees that should be the target of our efforts are the:

- **Senate Appropriations Subcommittee on Foreign Operations;**
- **House Appropriations Subcommittee on Foreign Operations;**
- **Senate Foreign Relations Committee; and**
- **House Foreign Affairs Committee.**

Members who serve on committees with jurisdiction over domestic education and who also serve on committees with jurisdiction over foreign aid also should be targeted.

For example, Members of the **House Foreign Affairs Committee** who also serve on the **House Committee on Education and Labor** include:

Eliot L. Engel (D-N.Y.)
Eni F.H. Faleomavaega (D-Am. Samoa)
Matthew G. Martinez (D-Calif.)
Donald M. Payne (D-N.J.)
William F. Goodling (R-Pa.)

In the Senate, Tom Harkin (D-Iowa) serves on the **Foreign Operations Subcommittee** and the **Committee on Labor and Human Resources.**

The following Senators serve on both the **Senate Foreign Relations Committee** and the **Labor and Human Resources Committee:**

Clairborne Pell (D-R.I.)
Christopher J. Dodd (D-Conn.)
Paul Simon (D-Ill.)
Nancy Landon Kassebaum (R-Kans.)

If your organization has a strong regional or ethnic focus, legislators with concerns in those areas could be targeted. For example, CAII has a strong base in the Hispanic-Latino community and could use its contacts in those areas as a base for contact with House Foreign Affairs Committee Members Ileana Ros-Lehtinen (R-Fla.) and Lincoln Diaz-Balart (R-Fla.), and House Subcommittee on Foreign Operations Members Esteban Torres and José Serrano.

As legislators respond more rapidly to their constituents -- that is people who can vote for or against them at election time -- effective Action Alert Networks are organized by Region, State and Congressional District. (See the box on the following page for an example of how to match supporters in various states with key legislators.) In addition, since Members of Congress often give even more credence to groups of organized constituents, it is important to urge your members to coordinate letters, calls and visits to their representatives urging them to support increased funding for education for basic learning.

The key staffpersons in each of these committees also are important as they are infinitely more accessible than the members and have considerable influence over the content of the bills. Important staff of the committees already mentioned are listed in Appendix A, Members of Key Committees.

3. **Use the outreach ideas (beginning on page 13) as examples of how to encourage legislators to support education for basic learning.**

4. **Stress the basic theme and focus in meetings with Administration officials and A.I.D. personnel.**

5. **Begin to develop coalitions with U.S.-based international businesses interested in accessing markets, technology and skills.** The move toward hemispheric free trade and freer world trade has sensitized American businesses to the need to develop markets around the world. These businesses know that a country of poor people is a poor market. They also know that an educated workforce is more productive and capable of using new technology. Thus, they have a natural interest in the economic development that will lead to increased consumers and more productive workers and are natural allies for the international education community. We should begin to specifically identify these groups in the hope of building a larger coalition for international education during next years' foreign aid cycle.

FIGURE 4

EXAMPLE: HOW TO MATCH SUPPORTERS WITH KEY MEMBERS[4]

Education supporters within your organization from **Florida** would concentrate on:

House Foreign Affairs Committee Members
Harry Johnston (Dem.)
Alcee Hastings (Dem.)
Peter Deutsch (Dem.)
Ileana Ros-Lehtinen (Rep.)
Lincoln Diaz-Balart (Rep.)

Senate Appropriations Subcommittee on Foreign Operations Member
Connie Mack (Rep.)

California personnel would focus on:

House Foreign Affairs Committee Members
Howard Berman (Dem.)
Matthew Martinez (Dem.)
Don Edwards (Dem.)
Elton Gallegly (Rep.)
Dan Rohrabacher (Rep.)
Edward Royce (Rep.)

House Appropriations Subcommittee on Foreign Operations Member
Nancy Pelosi (Dem.)
Esteban Torres (Dem.)

House Appropriations Committee Member
Julian Dixon (Dem.) (while not a member of the Subcommittee on Foreign Operations, maintains a strong interest in international development and will be a helpful contact)

Senate Appropriations Subcommittee on Foreign Operations Member
Dianne Feinstein (Dem.)

[4]These states were chosen at random to provide examples.

OUTREACH IDEAS:
PROMOTING INTERNATIONAL EDUCATION

OPENING COMMUNICATIONS WITH KEY LEGISLATORS AND STAFF

1. **Focus on obtaining visits with key legislators and staff.**

   To increase the visibility of the effort, it is important to organize meetings with the legislators in their districts as well as in Washington, D.C. Members of your organization who are constituents of the key legislators should be included in each group that meets with them. Meetings should also be organized with key committee staffers in Washington, D.C.

   There are several reasons you may want to visit legislators and staff. In this context, the most important are:

   - To urge the legislators to support foreign aid and increase funding for education for basic learning, to vote for the same in subcommittee, committee and on the floor of the House of Representatives or the Senate. If the representative has a position on the Appropriations Committee or the Foreign Affairs Committee in the House of Representatives or the Appropriations Committee or the Foreign Relations Committee of the Senate, you should press them to include language in their foreign aid bills calling for higher spending levels and a change in focus mentioned on page 9. If the legislator is not on those important committees but is committed to the issue, ask him/her to introduce language as an amendment when the bills reach the floor of the House or the Senate.

   - To get to know the legislators' staff and let them know that you are a good source of information on international education issues.

   - To discuss appropriate language supporting international education issues you would like included in the foreign aid bill with personal staff and committee staff members responsible for the legislation.

2. **Ascertain which members of your organization have access to the key legislators listed in Appendix A -- either through personal contact or as constituents.**

3. **Contact the legislators' local and national, Washington, D.C., offices to set up appointments.**

   Ask your members with ties to the legislators to call their representatives' local offices and tell the person to whom they are speaking that they are a friend or a constituent and are registered to vote in the Member's Congressional District or State.

They may want to say something like:

"Hello, my name is _____. I am a constituent of Representative (or Senator) _____. I would like to meet with Representative (or Senator) _____ to express my support for foreign aid and education for basic learning. I would appreciate the opportunity to meet with (him or her) the next time (he or she) is home."

In the District. If the staff person says that it will be some time before the Representative or Senator is home again or that he or she will be unavailable when next in town, they should request a meeting with the person on the staff who works on foreign aid and, perhaps, the staff member who works on education. The staff will play a major role in framing the issues and options for the Representative (or Senator) and is much easier to reach. Therefore, it is important for you to have good contacts with the staff. However, as it is also important that support for this issue come from the top-down as well, you should keep asking for an appointment with the Representative or Senator.

In Washington, D.C. The same is true for the office in Washington, D.C. If the legislator is unavailable, set up a meeting with the staff. You should also set up appointments with the Committee/Subcommittee staff people listed.

4. **Preparing for your visit.**

As there is strength and influence in numbers, it is better for you to make office visits in groups. It is important that at least some of the members of the groups be constituents. You should organize your message so that it is clear and bring information that you believe will be helpful to the Representative/Senator or staff.

Discuss among yourselves the information you plan to take. It is important not to overload the Representative/Senator with materials. Neither he/she nor their staff have significant amounts of time to wade through documents. Supply them with enough information to support your major points and let them know that additional resources are available if needed. Some examples of items to take include:

- Descriptions of the ways in which education for basic learning supports U.S. national interests. Pay particular attention to the contributions of education for basic learning in the promotion of **democracy, pluralism and human rights**. Members of Congress also will be interested in the **correlation between education and poverty alleviation, free markets, economic growth and**

expanded purchasing power for U.S. exports. The role that education for basic learning plays in **environmental protection, health and population control** also addresses a widespread concern. You can use the information in this document to develop talking points relevant to your organization and perspective. (See Appendix D). Also, the Academy for Educational Development, Inc. (AED) has produced an excellent brochure that succinctly makes the case for basic education.[5]

- Provide concrete suggestions for language to be introduced supporting education for basic learning. Often times, legislators and staff do not have time to draft language from scratch. By providing them with concrete suggestions you reduce their work load and increase the probability that the language will be used.

- Articles in local newspapers about problems in developing countries and the positive contributions of international education programs.

- Printed information that explains what your organization is and what you do.

5. The day of your visit.

- Take the relevant materials you collected.

- When you arrive at the office:

  Introduce yourself to the office receptionist. Tell her or him who you are and why you are there, that you have an appointment to see the Representative -- or Senator -- or the staff person.

- During your meeting with the legislator or appropriate staff member, talk about the areas in which you work or are knowledgeable.

- What you say when you call or visit depends somewhat on the status of the foreign aid legislation at the time. If the legislation is in Committee, you will ask the legislator to influence its development there; if the legislation is on the floor, you will ask the legislator to support it if it contains appropriate funds and focus, or introduce an amendment to change the legislation if it does not.

- Leave information. In addition to the information you prepared, leave a business card if you have one. If not, leave a sheet on which you have typed or written your name, address and telephone number.

- Thank the representative or staff person for his or her time and consideration!

  If they have not committed to supporting your initiative, try to find out why and develop ways to convince them of your argument. Tell them you will provide

[5]To obtain a copy of the brochure, contact AED on (202) 862-1900.

additional supporting documents. Leave open the opportunity to meet with them again. No matter what happens, always be polite; try not to become frustrated and angry.

6. **If you do not know the answer to a question, use that as an opportunity for a follow-up visit.**

It is better to admit that you do not know and offer to get the correct information than to provide the wrong information. This also provides you with another opportunity to contact the office.

7. **Develop the relationship. One or two visits or calls is not enough. Strive to develop an ongoing relationship with the Representative/Senator, his/her staff and the Committee/Subcommittee staff.**

Meeting with the person is the first step. Now continue to contact him or her. Start with a note thanking him or her for meeting with you. Send subsequent articles. Write letters updating information you provided. Offer your assistance in thinking through solutions that could work to enhance international education projects. Call periodically with updates. Call with requests for him/her to support various bills. Invite the Representative/Senator or staff person to speak before a group supportive of international education or a community group in which you are involved. The frequency and quality of your communication is important. You will begin to be taken more seriously and the office will begin to rely upon you and your judgment.

It is also important that you strike the right balance and do not become a nuisance. The emphasis should be on quality and reciprocality. Try not to call all the time with requests -- ask the legislator and his/her staff how you and your organization might be helpful to them.

8. **How can you persuade legislators that problems exist or reinforce those views?**

Often, the best way to make a point is to invite the Representative or Senator to see programs and projects in the field. If the Representative/Senator is planning to participate in a Congressional visit overseas (CODEL), or if a staff member is travelling overseas (STAFFDEL), invite him or her to visit projects providing education for basic learning. Help arrange and prepare for the site visit.

9. **As U.S. budget constraints make voting for foreign aid politically difficult, it also is important to gain as much support as possible for the passage of the foreign aid bill.**

In addition to applying pressure on key legislators and staff, members of your organization should contact as many legislators as possible to shore-up support for the bill when it reaches the floor of the House and the Senate. In addition to meeting with their legislators, if they live in a city near the boundary line between districts or if their area was recently redistricted, they should call on each of the legislators in their area.

WHEN AND WHERE TO CONTACT LEGISLATORS THIS YEAR

You can contact legislators any time by calling either their local office or their Washington, D.C. office. (See the phone number chart, Appendix B.)

Many members of Congress return home on weekends and can be reached at their local offices. It is often possible to get an appointment for a Friday afternoon or a Saturday morning. In addition, legislators will be out meeting with people at scheduled community events. These are also good opportunities for getting a short message to the legislators.

If you need to reach legislators on an urgent matter, e.g., the foreign aid legislation is on the floor and will be voted on shortly, call his/her Washington, D.C. office and ask to speak with the legislator. If he/she is unavailable, speak with the staff person responsible for international education and register your views.

Below are the times that members are not expected to be in Washington during the remainder of 1993:

House of Representatives

May 28-June 4

July 2-9

August 9-September 7

October 8 (Target date for adjournment)

The Senate

May 31-June 4

July 5-9

August 9-September 6

IF I DON'T KNOW WHO MY REPRESENTATIVE and SENATORS ARE, HOW DO I FIND OUT?

SENATE. Each state has two Senators. Both are responsible for representing the entire state. A list of the members of the Senate is provided in Appendix B.

HOUSE OF REPRESENTATIVES. There are 435 Representatives and five Delegates in the House of Representatives.

Congressional districts were redrawn to take into account the results of the 1990 population census. The 1992 elections were the first to be held subsequent to redistricting. In many states, the boundary changes, as well as the movement to elect new persons to Congress, led to dramatic changes in the make-up of state delegations. As a result, it is possible that the person who is now your Representative is new to your Congressional District and/or a first term Member of Congress. There are a few different ways to find out who represents your district.

- Contact your local public library or local newspaper.
- Contact your local Board of Elections.
- Call the office of the person whom you believe may be your Representative, provide your address and ask if you live in the area that person represents. If not, the staff should be able to tell you the name of your Representative.

HOW TO FIND YOUR REPRESENTATIVE'S ADDRESS, TELEPHONE NUMBER AND FAX NUMBER

ADDRESS

In terms of written correspondence, there are two addresses to know, one for Senators and the other for Representatives:

Obviously, if you plan to visit your legislators, it is best call to verify their office location. This is especially true if you plan to visit them in Washington, D.C., as some of the legislators have recently relocated their offices and the most up-to-date listing available (see Appendix B) is already dated.

The Honorable (First and Last Name)
United States Senate
Washington, D.C. 20510

Dear Senator (Last Name):

The Honorable (First and Last Name)
U.S. House of Representatives
Washington, D.C. 20515

Dear Representative (Last Name):

TELEPHONE

In Washington, D.C., all Senators' and Representatives' offices can be reached through the Capitol switchboard on (202) 224-3121. Also, included in the back of this document (Appendix B) is a list of the phone numbers and room numbers for the Washington, D.C., offices of Members of Congress and Senators. Once you obtain the numbers either by requesting the number from the switchboard operator or from this document, it is best to use that direct number to cut down on time and frustration as the switchboard is often busy.

For the local district office, the first place to check is the phone book. The address and telephone number should appear in the business white pages of your phone book under the Representative's or Senator's name. If it is not there, call directory assistance for the information. If you still can not find it, call the Washington, D.C., office and ask for the local district office phone number.

FAX

Each Senator and Representative also has a facsimile ("FAX") machine in the Washington, D.C., office and usually in the local district office as well. Call either office to ask for the fax numbers. You may need to explain why you need it as some offices are less generous than others in providing these numbers. If you do not have a fax machine but believe that you have a message that needs to get to your Representative or Senators quickly in Washington, D.C., go to the Representative's district office and ask if they will fax it to the Washington office.

SAMPLE LETTER

(Date)

The Honorable (First and Last Name)
United States Senate/United States House of Representatives
Washington, D.C. 20510/20515

Dear Senator (Last Name)/Dear Congressman/woman (Last Name):

(First, tell your legislator what you are asking him/her to do, for example:)

I am writing to urge you to vote for S._____/H _____. This bill will assure that our foreign aid program includes sufficient resources for education for basic learning and contributes to meeting the goals of the World Conference on Education for All.

(Then, tell him or her why you are concerned about this problem. If you work with programs and projects in education for basic learning, you should say so. If you can give examples of the benefits of education for basic learning in our foreign aid program, do so. If you can cite statistics about the dimensions of the crisis, do so.)

(Then, in a separate paragraph, repeat your request one last time and thank the legislator for considering your concerns. For example:)

Thank you for considering my views. I look forward to your reply.

Sincerely,

(Your name, address, telephone and fax numbers if not on letterhead)

BEST COPY AVAILABLE

To Join the Action Alert Network, fill out and return this form to:

Creative Associates International, Inc.
5301 Wisconsin Ave., N.W.
Suite 700
Washington, D.C. 20015
Tel: (202) 966-5804
Fax: (202) 363-4771

INTERNATIONAL EDUCATION ACTION ALERT NETWORK

Name _____

Organization _____

Title _____

Office Address _____

City _____ Zip _____

Home Address _____

City _____ Zip _____

Phone (work) ( ) _____

Phone (home) ( ) _____

My U.S. Representative is _____

I Live in the _____ Congressional District

My U.S. Senators are _____

My party affiliation is _____
(Democrat, Republican, Independent or other)

BEST COPY AVAILABLE

APPENDIX A

MEMBERS OF KEY COMMITTEES

Senate Appropriations Subcommittee on Foreign Operations

(202) 224-7209

Patrick Leahy (D-Vermont) -- Chairman

(Democrats)

Daniel K. Inouye (Hawaii)
Dennis DeConcini (Ariz.)
Frank R. Lautenberg (N.J.)
Tom Harkin (Iowa)
Barbara A. Mikulski (MD)
Dianne Feinstein (Calif.)

(Republicans)

Mitch McConnell (Ky.)
Alfonse M. D'Amato (N.Y.)
Arlen Specter (Pa.)
Don Nickles (Okla.)
Connie Mack (Fla.)
Phil Gramm (Texas)

(Staff)

Tim Rieser (Dem.)
Jim Bond (Rep.)

Senate Committee on Foreign Relations

(202) 224-4651

Claiborne Pell (D-R.I.) -- Chairman

(Democrats)

Joseph R. Biden Jr. (Del.)
Paul S. Sarbanes (Md.)
Christopher J. Dodd (Conn.)
John Kerry (Mass.)
Paul Simon (Ill.)
Daniel Patrick Moynihan (N.Y.)
Charles S. Robb (Va.)
Harris Wofford (Pa.)
Russell D. Feingold (Wis.)
Harlan Mathews (Tenn.)

(Republicans)

Jesse Helms (N.C.)
Richard Lugar (Ind.)
Nancy Landon Kassebaum (Kan.)
Larry Pressler (S.D.)
Frank Murkowski (Alaska)
Hank Brown (Colo.)
James Jeffords (Vt.)
Paul Coverdell (Ga.)

(Staff)

Asia: Peter Cleveland or Rick Kessler (Dem.)
Africa: Adwoa Dunn (Dem.)
Latin America: Kristin Brady or Janice O'Connell (Dem.)
Lynn Rohrer (Rep.)

Subcommittee Assignments

African Affairs

Paul Simon (D-Ill) -- Chairman

(Democrats)

Daniel Patrick Moynihan (N.Y.)
Russell D. Feingold (Wis.)

(Republicans)
James Jeffords (Vt.)
Nancy Landon Kassebaum (Kan.)

East Asian and Pacific Affairs

Charles S. Robb (D-Va.) -- Chairman

(Democrats)

Joseph R. Biden Jr. (Del.)
John Kerry (Mass.)
Harlan Mathews (Tenn.)

(Republicans)

Frank H. Murkowski (Ind.)
Richard G. Lugar (Ind.)
Larry Pressler (S.D.)

European Affairs

Joseph R. Biden Jr. (D-Del.) -- Chairman

(Democrats)

Paul S. Sarbanes (Md.)
Paul Simon (Ill.)
Russell D. Feingold (Wis.)

(Republicans)

Richard Lugar (Ind.)
Nancy Landon Kassebaum (Kan.)
Hank Brown (Colo.)

Near Eastern and South Asian Affairs

Daniel Patrick Moynihan (D-N.Y.) -- Chairman

(Democrats)

Paul S. Sarbanes (Md.)
Charles S. Robb (Va.)
Harris Wofford (Pa.)
Russell D. Feingold (Wis.)

(Republicans)

Hank Brown (Colo.)
Larry Pressler (S.D.)
James M. Jeffords (Vt.)
Paul Coverdell (Ga.)

Western Hemisphere and Peace Corps Affairs

Christopher J. Dodd (D-Conn.) -- Chairman

(Democrats)

Charles S. Robb (Va.)
Harris Wofford (Pa.)
Harlan Mathews (Tenn.)

(Republicans)

Paul Coverdell (Ga.)
Jesse Helms (N.C.)
Richard Lugar (Ind.)

International Economic Policy, Trade, Oceans and Environment

Paul S. Sarbanes (D-Md.) -- Chairman

(Democrats)

Joseph R. Biden (Del.)
Christopher J. Dodd (Conn.)
John Kerry (Mass.)
Harris Wofford (Pa.)
Russell D. Feingold (Wis.)

(Republicans)

Nancy Landon Kassebaum (Kan.)
Jesse Helms (N.C.)
Frank H. Murkowski (Alaska)
Hank Brown (Colo.)
James M. Jeffords (Vt.)

Terrorism, Narcotics and International Operations

John Kerry (D-Mass.) -- Chairman

(Democrats)
Claiborne Pell (R.I.)
Christopher J. Dodd (Conn.)
Paul Simon (Ill.)
Daniel Patrick Moynihan (N.Y.)

(Republicans)

Larry Pressler (S.D.)
Jesse Helms (N.C.)
Frank H. Murkowski (Alaska)
Paul Coverdell (Ga.)

House Appropriations Subcommittee on Foreign Operations

(202) 225-2041

David R. Obey (D-Wisc.)--Chairman

(Democrats)

Sidney Yates (Ill.)
Charles Wilson (Texas)
John W. Olver (Mass.)
Nancy Pelosi (Calif.)
Esteban Edward Torres (Calif.)
Nita M. Lowey (N.Y.)
José E. Serrano (N.Y.)

(Republicans)

Bob Livingston (La.)
John Edward Porter (Ill.)
Jim Lightfoot (Iowa)
Sonny Callahan (Al.)

(Staff)

Mark Murray (Dem.)
Jim Kulikowski (Rep.)

House Committee on Foreign Affairs

(202) 225-5021

Lee H. Hamilton (D-Ind.)--Chairman

(Democrats)

Sam Gedjenson (Conn.)
Tom Lantos (Calif.)
Robert G. Torricelli (N.J.)
Gary Ackerman (N.Y.)
Harry Johnston (Fla.)
Eliot L. Engel (N.Y.)
Eni F.H. Faleomavaega (Am. Samoa)
James L. Oberstar (Minn.)
Charles E. Shumer (N.Y.)
Matthew G. Martinez (Calif.)
Robert A. Borski (Penn.)
Donald M. Payne (N.J.)
Robert E. Andrews (N.J.)
Robert Menendez (N.J.)
Sherrod Brown (Ohio)
Cynthia McKinney (Ga.)
Maria Cantwell (Wash.)
Alcee Hastings (Fla.)
Eric Fingerhut (Ohio)
Peter Deutsch (Fla.)
Albert Wynn (Md.)
Don Edwards (Calif.)
Frank McCloskey (Ind.)
Tom Sawyer (Ohio)

(Republicans)

Benjamin A. Gilman (N.Y.)
William F. Goodling (Pa.)
Jim Leach (Iowa)
Toby Roth (Wisc.)
Olympia J. Snowe (Maine)
Henry J. Hyde (Ill.)
Doug Bereuter (Nebr.)
Christopher H. Smith (N.J.)
Dan Burton (Ind.)
Jan Meyers (Kans.)
Elton Gallegly (Calif.)
Ileana Ros-Lehtinen (Fla.)
Cass Ballenger (N.C.)
Dana Rohrabacher (Calif.)
David Levy (N.Y.)
Don Manzullo (Ill.)
Lincoln Diaz-Balart (Fla.)
Edward Royce (Calif.)

(Staff)

Michael Finley (Dem.)
Kristen Gilley (Rep.)

Subcommittee Assignments

Europe and the Middle East

Lee H. Hamilton (D-Ind.) -- Chairman

(Democrats)

Eliot L. Engel (N.Y.)
Charles E. Schumer (N.Y.)
Robert A. Borski (Pa.)
Robert E. Andrews (N.J.)
Sherrod Brown (Ohio)
Alcee Hastings (Fla.)
Peter Deutsch (Fla.)
Tom Lantos (Calif.)

(Republicans)

Benjamin A. Gilman (N.Y.)
William F. Goodling (Pa.)
Jan Meyers (Kan.)
Elton Gallegly (Calif.)
David Levy (N.Y.)
Jim Leach (Iowa)

Africa

Harry L. Johnston (D-Fla.) -- Chairman

(Democrats)

Donald M. Payne (N.J.)
Alcee Hastings (Fla.)
Robert G. Torricelli (N.J.)
Don Edwards (Calif.)

(Republicans)

Dan Burton (Ind.)
Lincoln Diaz Balart (Fla.)
Edward R. Royce (Calif.)

Asia and the Pacific

Gary L. Ackerman (D-N.Y.) -- Chairman

(Democrats)

Eni F.H. Faleomavaega (Am. Samoa)
Matthew G. Martinez (Calif.)
Robert G. Torricelli (N.J.)
Sherrod Brown (Ohio)
Eric Fingerhut (Ohio)

(Republicans)

Jim Leach (Iowa)
Dana Rohrabacher (Calif.)
Edward R. Royce (Calif.)
Toby Roth (Wisc.)

Western Hemisphere Affairs

Robert G. Torricelli (D-N.J.) -- Chairman

(Democrats)

Robert Menendez (N.J.)
James L. Oberstar (Minn.)
Cynthia McKinney (Ga.)
Peter Deutsch (Fla.)
Albert Wynn (Md.)

(Republicans)

Christopher H. Smith (N.J.)
Ileana Ros-Lehtinen (Fla.)
Cass Ballenger (N.C.)
Elton Gallegly (Calif.)

International Operations

Howard L. Berman (D-Calif.) -- Chairman

(Democrats)

Eni F.H. Faleomavaega (Am. Samoa)
Matthew G. Martinez (Calif.)
Robert E. Andrews (N.J.)
Robert Menendez (N.J.)
Tom Lantos (Calif.)
Harry Johnston (Fla.)
Don Edwards (Calif.)

(Republicans)

Olympia J. Snowe (Maine)
Henry Hyde (Ill.)
Lincoln Diaz-Balart (Fla.)
David Levy (N.Y.)
Don Manzullo (Ill.)

Economic Policy, Trade and Environment

Sam Gejdenson (D-Conn.) -- Chairman

(Democrats)

James L. Oberstar (Minn.)
Cynthia McKinney (Ga.)
Maria Cantwell (Wash.)
Eric Fingerhut (Ohio)
Albert Wynn (Md.)
Harry Johnston (Fla.)
Eliot L. Engel (N.Y.)
Charles E. Schumer (N.Y.)

(Republicans)

Toby Roth (Wisc.)
Don Manzullo (Ill.)
Doug Bereuter (Nebr.)
Jan Meyers (Kans.)
Cas Ballenger (N.C.)
Dana Rohrbacher (Calif.)

International Security, International Organizations and Human Rights

Tom Lantos (D-Calif.) -- Chairman

(Democrats)

Howard L. Berman (Calif.)
Gary L. Ackerman (N.Y.)
Matthew G. Martinez (Calif.)
Frank McCloskey (Ind.)
Tom Sawyer (Ohio)

(Republicans)

Doug Bereuter (Nebr.)
Olympia J. Snowe (Maine)
Christopher H. Smith (N.J.)
Dan Burton (Ind.)

Legislators That Serve On Key International and Domestic Committees

Members of the **House Foreign Affairs Committee** who also serve on the **House Committee on Education and Labor** include:

Eliot L. Engel (D-N.Y.)
Eni F.H. Faleomavaega (D-Am. Samoa)
Matthew G. Martinez (D-Calif.)
Donald M. Payne (D-N.J.)
William F. Goodling (R-Pa.)

In the Senate Tom Harkin (D-Iowa) serves on the **Foreign Operations Subcommittee and the Committee on Labor and Human Resources.**

The following Senators serve on both the **Senate Foreign Relations Committee and the Labor and Human Resources Committee:**

Clairborne Pell (D-R.I.)
Christopher J. Dodd (D-Conn.)
Paul Simon (D-Ill.)
Nancy Landon Kassebaum (R-Kans.)

APPENDIX B

You should double check the room numbers by phone as some legislators have relocated recently.

UNITED STATES SENATE

SENATORS

Democrats in roman; Republicans in *italic*; Senators who have died or resigned in bold brackets [ ]

[Room numbers beginning with SD are in the Dirksen Building, SH are in the Hart Building, and SR are in the Russell Building
Capitol numbers begin with S]

[Washington, D.C. 20510]

Name	Phone	Room	Name	Phone	Room
Vice Pres. Gore, Al (TN)	42424		*Gramm, Phil* (TX)	42934	SR-370
Akaka, Daniel K. (HI)	46361	SH-720	*Grassley, Chuck* (IA)	43744	SH-135
Baucus, Max (MT)	42651	SH-511	*Gregg, Judd* (NH)	43324	SH-513
Bennett, Robert F. (UT)	45444	SDB402	Harkin, Tom (IA)	43254	SH-531
Biden, Joseph R., Jr. (DE)	45042	SR-221	*Hatch, Orrin G.* (UT)	45251	SR-135
Bingaman, Jeff (NM)	45521	SH-110	*Hatfield, Mark O.* (OR)	43753	SH-711
Bond, Christopher S. (MO)	45721	SR-293	Heflin, Howell (AL)	44124	SH-728
Boren, David L. (OK)	4721	SR-453	*Helms, Jesse* (NC)	46342	SD-403
Boxer, Barbara (CA)	43553	SH-112	Hollings, Ernest F. (SC)	46121	SR-125
Bradley, Bill (NJ)	43224	SH-731	Inouye, Daniel K. (HI)	43934	SH-722
Breaux, John B. (LA)	44623	SH-516	*Jeffords, James M.* (VT)	45141	SD-530
Brown, Hank (CO)	45941	SH-717	Johnston, J. Bennett (LA)	45824	SH-136
Bryan, Richard H. (NV)	46244	SR-364	*Kassebaum, Nancy Landon* (KS)	44774	SR-302
Bumpers, Dale (AR)	44843	SD-229	*Kempthorne, Dirk* (ID)	46142	SDB403
Burns, Conrad R. (MT)	42644	SD-183	Kennedy, Edward M. (MA)	44543	SR-315
Byrd, Robert C. (WV)	43954	SH-311	Kerrey, J. Robert (NE)	46551	SH-316
Campbell, Ben Nighthorse (CO)	45852	SR-380	Kerry, John F. (MA)	42742	SR-421
Chafee, John H. (RI)	42921	SD-567	Kohl, Herb (WI)	45653	SH-330
Coats, Dan (IN)	45623	SR-404	Krueger, Bob (TX)	45922	SH-703
Cochran, Thad (MS)	45054	SR-326	Lautenberg, Frank R. (NJ)	44744	SH-506
Cohen, William S. (ME)	42523	SH-322	Leahy, Patrick J. (VT)	44242	SR-433
Conrad, Kent (ND)	42043	SH-724	Levin, Carl (MI)	46221	SR-459
Coverdell, Paul (GA)	43643	SR-204	Lieberman, Joseph I. (CT)	44041	SH-502
Craig, Larry E. (ID)	42752	SH-302	*Lott, Trent* (MS)	46253	SR-487
D'Amato, Alfonse (NY)	46542	SH-520	*Lugar, Richard G.* (IN)	44814	SH-306
Danforth, John C. (MO)	46154	SR-249	*McCain, John* (AZ)	42235	SR-111
Daschle, Thomas A. (SD)	42321	SH-317	*McConnell, Mitch* (KY)	42541	SR-120
DeConcini, Dennis (AZ)	44521	SH-328	*Mack, Connie* (FL)	45274	SH-517
Dodd, Christopher J. (CT)	42823	SR-444	Mathews, Harlan (TN)	41036	SD-505
Dole, Bob (KS)	46521	SH-141	Metzenbaum, Howard M. (OH)	42315	SR-140
Domenici, Pete V. (NM)	46621	SD-427	Mikulski, Barbara A. (MD)	44654	SH-320
Dorgan, Byron L. (ND)	42551	SH-825	Mitchell, George J. (ME)	45344	SR-176
Durenberger, Dave (MN)	43244	SR-154	Moseley-Braun, Carol (IL)	42854	SH-708
Exon, J. James (NE)	44224	SH-528	Moynihan, Daniel Patrick (NY)	44451	SR-464
Faircloth, Lauch (NC)	43154	SH-716	*Murkowski, Frank H.* (AK)	46665	SH-706
Feingold, Russell D. (WI)	45323	SDB401	Murray, Patty (WA)	42621	SD-B34
Feinstein, Dianne (CA)	43841	SH-331	*Nickles, Don* (OK)	45754	SH-713
Ford, Wendell H. (KY)	44343	SR173A	Nunn, Sam (GA)	43521	SD-303
Glenn, John (OH)	43353	SH-503	*Packwood, Bob* (OR)	45244	SR-259
Gorton, Slade (WA)	43441	SH-730	Pell, Claiborne (RI)	44642	SR-335
Graham, Bob (FL)	43041	SD-241	*Pressler, Larry* (SD)	45842	SR-283

SENATORS

Name	Phone	Room
Pryor, David (AR)	42353	SR-267
Reid, Harry (NV)	43542	SH-324
Riegle, Donald W., Jr. (MI)	44822	SD-105
Robb, Charles S. (VA)	44024	SR-493
Rockefeller, John D., IV (WV)	46472	SH-109
Roth, William V., Jr. (DE)	42441	SH-104
Sarbanes, Paul S. (MD)	44524	SH-309
Sasser, Jim (TN)	43344	SR-363
Shelby, Richard C. (AL)	45744	SH-509
Simon, Paul (IL)	42152	SD-462
Simpson, Alan K. (WY)	43424	SD-261
Smith, Bob (NH)	42841	SD-332
Specter, Arlen (PA)	44254	SH-530
Stevens, Ted (AK)	43004	SH-522
Thurmond, Strom (SC)	45972	SR-217
Wallop, Malcolm (WY)	46441	SR-237
Warner, John W. (VA)	42023	SR-225
Wellstone, Paul (MN)	45641	SH-702
Wofford, Harris (PA)	46324	SR-283

103d CONGRESS
UNITED STATES HOUSE OF REPRESENTATIVES

REPRESENTATIVES

(Democrats in roman; Republicans in *italic*; Independents in SMALL CAPS; Resident Commissioner and Delegates in **boldface**)
Members who have died or resigned in bold brackets **[ ]**

[Room numbers with 3 digits are in the Cannon HOB, 4 digits beginning with 1 are in the Longworth HOB, 4 digits beginning with 2 are in the Rayburn HOB, digits beginning with H1 are in the O'Neill HOB, digits beginning with H2 are in the Ford HOB]

[Capitol room numbers begin with SB, ST, HB, HT with 2 digits and begin with H or S with 3 digits]

[Washington, D.C. 20515]

Compiled by
DONNALD K. ANDERSON, Clerk of the House

Name	Phone	Room	Name	Phone	Room
Abercrombie, Neil (HI)	52726	1440	*Blute, Peter* (MA)	56101	1029
Ackerman, Gary L. (NY)	52601	2445	*Boehlert, Sherwood L.* (NY)	53665	1127
Allard, Wayne (CO)	54676	422	*Boehner, John A.* (OH)	56205	1020
Andrews, Michael A. (TX)	57508	303	*Bonilla, Henry* (TX)	54511	1529
Andrews, Robert E. (NJ)	56501	1005	Bonior, David E. (MI)	52106	2207
Andrews, Thomas H. (ME)	56116	1530	Borski, Robert A. (PA)	58251	2161
Applegate, Douglas (OH)	56265	2183	Boucher, Rick (VA)	53861	2245
Archer, Bill (TX)	52571	1236	Brewster, Bill K. (OK)	54565	1727
Armey, Richard K. (TX)	57772	301	Brooks, Jack (TX)	56565	2449
[Aspin, Les **]** (WI)	53031	1539	Browder, Glen (AL)	53261	1221
Bacchus, Jim (FL)	53671	432	Brown, Corrine (FL)	50123	1037
Bachus, Spencer T., III (AL)	54921	216	Brown, George E., Jr. (CA)	56161	2300
Baesler, Scotty (KY)	54706	508	Brown, Sherrod (OH)	53401	1407
Baker, Bill (CA)	51880	1724	Bryant, John (TX)	52231	205
Baker, Richard H. (LA)	53901	434	*Bunning, Jim* (KY)	53465	2437
Ballenger, Cass (NC)	52576	2238	*Burton, Dan* (IN)	52276	2411
Barcia, James A. (MI)	58171	1717	*Buyer, Stephen E.* (IN)	55037	1419
Barlow, Thomas J., III (KY)	53115	1533	Byrne, Leslie L. (VA)	51492	1609
Barrett, Bill (NE)	56435	1213	*Callahan, Sonny* (AL)	54931	2418
Barrett, Thomas M. (WI)	53571	313	*Calvert, Ken* (CA)	51986	1523
Bartlett, Roscoe G. (MD)	52721	312	*Camp, Dave* (MI)	53561	137
Barton, Joe (TX)	52002	1514	*Canady, Charles T.* (FL)	51252	1107
Bateman, Herbert H. (VA)	54261	2350	Cantwell, Maria (WA)	56311	1520
Becerra, Xavier (CA)	56235	1710	Cardin, Benjamin L. (MD)	54016	227
Beilenson, Anthony C. (CA)	55911	2465	Carr, Bob (MI)	54872	2347
Bentley, Helen Delich (MD)	53061	1610	*Castle, Michael N.* (DE)	54165	1205
Bereuter, Doug (NE)	54806	2348	Chapman, Jim (TX)	53035	2417
Berman, Howard L. (CA)	54695	2201	Clay, William (Bill) (MO)	52406	2306
Bevill, Tom (AL)	54876	2302	Clayton, Eva M. (NC)	53101	222
Bilbray, James H. (NV)	55965	2431	Clement, Bob (TN)	54311	1230
Bilirakis, Michael (FL)	55755	2240	*Clinger, William F., Jr.* (PA)	55121	2160
Bishop, Sanford D., Jr. (GA)	53631	1632	Clyburn, James E. (SC)	53315	319
Blackwell, Lucien E. (PA)	54001	410	*Coble, Howard* (NC)	53065	403
Bliley, Thomas J., Jr. (VA)	52815	2241	Coleman, Ronald D. (TX)	54831	440

(Rev. 03-29-93)

BEST COPY AVAILABLE

REPRESENTATIVES

Name	Phone	Room
Collins, Barbara-Rose (MI)	52261	1108
Collins, Cardiss (IL)	55006	2308
Collins, Michael A. "Mac" (GA)	55901	1118
Combest, Larry (TX)	54005	1511
Condit, Gary A. (CA)	56131	1123
Conyers, John, Jr. (MI)	55126	2426
Cooper, Jim (TN)	56831	125
Coppersmith, Sam (AZ)	52635	1607
Costello, Jerry F. (IL)	55661	119
Cox, Christopher (CA)	55611	206
Coyne, William J. (PA)	52301	2455
Cramer, Robert E. (Bud), Jr. (AL)	54801	1318
Crane, Philip M. (IL)	53711	233
Crapo, Michael D. (ID)	55531	437
Cunningham, Randy "Duke" (CA)	55452	117
Danner, Pat (MO)	57041	1217
Darden, George (Buddy) (GA)	52931	2303
Deal, Nathan (GA)	55211	1406
DeFazio, Peter A. (OR)	56416	1233
de la Garza, E (TX)	52531	1401
DeLauro, Rosa L. (CT)	53661	327
DeLay, Tom (TX)	55951	407
Dellums, Ronald V. (CA)	52661	2108
de Lugo, Ron (VI)	51790	2427
Derrick, Butler (SC)	55301	221
Deutsch, Peter (FL)	57931	425
Diaz-Balart, Lincoln (FL)	54211	509
Dickey, Jay (AR)	53772	1338
Dicks, Norman D. (WA)	55916	2467
Dingell, John D. (MI)	54071	2328
Dixon, Julian C. (CA)	57084	2400
Dooley, Calvin M. (CA)	53341	1227
Doolittle, John T. (CA)	52511	1524
Dornan, Robert K. (CA)	52965	2402
Dreier, David (CA)	52305	411
Duncan, John J., Jr. (TN)	55435	115
Dunn, Jennifer (WA)	57761	1641
Durbin, Richard J. (IL)	55271	2463
Edwards, Chet (TX)	56105	328
Edwards, Don (CA)	53072	2307
Emerson, Bill (MO)	54404	2454
Engel, Eliot L. (NY)	52464	1433
English, Glenn (OK)	55565	2206
English, Karan (AZ)	52190	1024
Eshoo, Anna G. (CA)	58104	1505
[Espy, Mike] (MS)	55876	1408
Evans, Lane (IL)	55905	2335
Everett, Terry (AL)	52901	208
Ewing, Thomas W. (IL)	52371	1317
Faleomavaega, Eni F. H. (AS)	58577	109
Fawell, Harris W. (IL)	53515	2342
Fazio, Vic (CA)	55716	2113
Fields, Cleo (LA)	58490	513
Fields, Jack (TX)	54901	2228
Filner, Bob (CA)	58045	504
Fingerhut, Eric (OH)	55731	431
Fish, Hamilton, Jr. (NY)	55441	2354
Flake, Floyd H. (NY)	53461	1035
Foglietta, Thomas M. (PA)	54731	341
Foley, Thomas S. (WA)	52006	1201
Ford, Harold E. (TN)	53265	2211
Ford, William D. (MI)	56261	2107
Fowler, Tillie K. (FL)	52501	413
Frank, Barney (MA)	55931	2404
Franks, Bob (NJ)	55361	429
Franks, Gary A. (CT)	53822	435
Frost, Martin (TX)	53605	2459
Furse, Elizabeth (OR)	50855	316
Gallegly, Elton (CA)	55811	2441
Gallo, Dean A. (NJ)	55034	2447
Gejdenson, Sam (CT)	52076	2416
Gekas, George W. (PA)	54315	2410
Gephardt, Richard A. (MO)	52671	1432
Geren, Pete (TX)	55071	1730
Gibbons, Sam (FL)	53376	2204
Gilchrest, Wayne T. (MD)	55311	412
Gillmor, Paul E. (OH)	56405	1203
Gilman, Benjamin A. (NY)	53776	2185
Gingrich, Newt (GA)	54501	2428
Glickman, Dan (KS)	56216	2371
Gonzalez, Henry B. (TX)	53236	2413
Goodlatte, Bob (VA)	55431	214
Goodling, William F. (PA)	55836	2263
Gordon, Bart (TN)	54231	103
Goss, Porter J. (FL)	52536	330
[*Gradison, Willis D., Jr.*] (OH)	53164	1640
Grams, Rod (MN)	52271	1713
Grandy, Fred (IA)	55476	418
Green, Gene (TX)	51688	1004
Greenwood, James C. (PA)	54276	515
Gunderson, Steve (WI)	55506	2235
Gutierrez, Luis V. (IL)	58203	1208
Hall, Ralph M. (TX)	56673	2236
Hall, Tony P. (OH)	56465	2264
Hamburg, Dan (CA)	53311	114
Hamilton, Lee H. (IN)	55315	2187
Hancock, Mel (MO)	56536	129
Hansen, James V. (UT)	50453	2466
Harman, Jane (CA)	58220	325
Hastert, J. Dennis (IL)	52976	2453
Hastings, Alcee L. (FL)	51313	1039
Hayes, James A. (LA)	52031	2432

REPRESENTATIVES

Name	Phone	Room
Hefley, Joel (CO)	54422	2442
Hefner, W. G. (Bill) (NC)	53715	2470
Henry, Paul B. (MI)	53831	1526
Herger, Wally (CA)	53076	2433
Hilliard, Earl F. (AL)	52665	1007
Hinchey, Maurice D. (NY)	56335	1313
Hoagland, Peter (NE)	54155	1113
Hobson, David L. (OH)	54324	1507
Hochbrueckner, George J. (NY)	53826	229
Hoekstra, Peter (MI)	54401	1319
Hoke, Martin R. (OH)	55871	212
Holden, Tim (PA)	55546	1421
Horn, Stephen (CA)	56676	1023
Houghton, Amo (NY)	53161	1110
Hoyer, Steny H. (MD)	54131	1705
Huffington, Michael (CA)	53601	113
Hughes, William J. (NJ)	56572	241
Hunter, Duncan (CA)	55672	133
Hutchinson, Y. Tim (AR)	54301	1541
Hutto, Earl (FL)	54136	2435
Hyde, Henry J. (IL)	54561	2110
Inglis, Bob (SC)	56030	1237
Inhofe, James M. (OK)	52211	442
Inslee, Jay (WA)	55816	1431
Istook, Ernest J., Jr. (OK)	52132	1116
Jacobs, Andrew, Jr. (IN)	54011	2313
Jefferson, William J. (LA)	56636	428
Johnson, Don (GA)	54101	226
Johnson, Eddie Bernice (TX)	58885	1721
Johnson, Nancy L. (CT)	54476	343
Johnson, Sam (TX)	54201	1030
Johnson, Tim (SD)	52801	2438
Johnston, Harry (FL)	53001	204
Kanjorski, Paul E. (PA)	56511	2429
Kaptur, Marcy (OH)	54146	2104
Kasich, John R. (OH)	55355	1131
Kennedy, Joseph P., II (MA)	55111	1210
Kennelly, Barbara B. (CT)	52265	201
Kildee, Dale E. (MI)	53611	2239
Kim, Jay (CA)	53201	502
King, Peter T. (NY)	57896	118
Kingston, Jack (GA)	55831	1229
Kleczka, Gerald D. (WI)	54572	2301
Klein, Herb (NJ)	55751	1728
Klink, Ron (PA)	52565	1130
Klug, Scott L. (WI)	52906	1224
Knollenberg, Joe (MI)	55802	1218
Kolbe, Jim (AZ)	52542	405
Kopetski, Michael J. (OR)	55711	218
Kreidler, Mike (WA)	58901	1535
Kyl, Jon (AZ)	53361	2440
LaFalce, John J. (NY)	53231	2310
Lambert, Blanche M. (AR)	54076	1204
Lancaster, H. Martin (NC)	53415	2436
Lantos, Tom (CA)	53531	2182
LaRocco, Larry (ID)	56611	1117
Laughlin, Greg (TX)	52831	236
Lazio, Rick (NY)	53335	314
Leach, James A. (IA)	56576	2186
Lehman, Richard H. (CA)	54540	1226
Levin, Sander M. (MI)	54961	106
Levy, David A. (NY)	55516	116
Lewis, Jerry (CA)	55861	2312
Lewis, John (GA)	53801	329
Lewis, Tom (FL)	55792	2351
Lightfoot, Jim (IA)	53806	2444
Linder, John (GA)	54272	1605
Lipinski, William O. (IL)	55701	1501
Livingston, Bob (LA)	53015	2368
Lloyd, Marilyn (TN)	53271	2406
Long, Jill L. (IN)	54436	1513
Lowey, Nita M. (NY)	56506	1424
McCandless, Alfred A. (Al) (CA)	55330	2422
McCloskey, Frank (IN)	54636	306
McCollum, Bill (FL)	52176	2266
McCrery, Jim (LA)	52777	225
McCurdy, Dave (OK)	56165	2344
McDade, Joseph M. (PA)	53731	2370
McDermott, Jim (WA)	53106	1707
McHale, Paul (PA)	56411	511
McHugh, John M. (NY)	54611	416
McInnis, Scott (CO)	54761	512
McKeon, Howard P. "Buck" (CA)	51956	307
McKinney, Cynthia A. (GA)	51605	124
McMillan, J. Alex (NC)	51976	401
McNulty, Michael R. (NY)	55076	217
Machtley, Ronald K. (RI)	54911	326
Maloney, Carolyn B. (NY)	57944	1504
Mann, David (OH)	52216	503
Manton, Thomas J. (NY)	53965	203
Manzullo, Donald A. (IL)	55676	506
Margolies-Mezvinsky, Marjorie (PA)	56111	1516
Markey, Edward J. (MA)	52836	2133
Martinez, Matthew G. (CA)	55464	2231
Matsui, Robert T. (CA)	57163	2311
Mazzoli, Romano L. (KY)	55401	2246
Meehan, Martin T. (MA)	53411	1223
Meek, Carrie P. (FL)	54506	404
Menendez, Robert (NJ)	57919	1531
Meyers, Jan (KS)	52865	2338
Mfume, Kweisi (MD)	54741	2419
Mica, John L. (FL)	54035	427

REPRESENTATIVES

Name	Phone	Room
Michel, Robert H. (IL)	56201	2112
Miller, Dan (FL)	55015	510
Miller, George (CA)	52095	2205
Mineta, Norman Y. (CA)	52631	2221
Minge, David (MN)	52331	1508
Mink, Patsy T. (HI)	54906	2135
Moakley, John Joseph (MA)	58273	235
Molinari, Susan (NY)	53371	123
Mollohan, Alan B. (WV)	54172	2242
Montgomery, G. V. (Sonny) (MS)	55031	2184
Moorhead, Carlos J. (CA)	54176	2346
Moran, James P. (VA)	54376	430
Morella, Constance A. (MD)	55341	223
Murphy, Austin J. (PA)	54665	2210
Murtha, John P. (PA)	52065	2423
Myers, John T. (IN)	55805	2372
Nadler, Jerrold (NY)	55635	424
Natcher, William H. (KY)	53501	2333
Neal, Richard E. (MA)	55601	131
Neal, Stephen L. (NC)	52071	2469
Norton, Eleanor Holmes (DC)	58050	1415
Nussle, Jim (IA)	52911	308
Oberstar, James L. (MN)	56211	2366
Obey, David R. (WI)	53365	2462
Olver, John W. (MA)	55335	1323
Ortiz, Solomon P. (TX)	57742	2136
Orton, Bill (UT)	57751	1122
Owens, Major R. (NY)	56231	2305
Oxley, Michael G. (OH)	52676	2233
Packard, Ron (CA)	53906	2162
Pallone, Frank, Jr. (NJ)	54671	420
[Panetta, Leon E.] (CA)	52861	H1-516
Parker, Mike (MS)	55865	1410
Pastor, Ed (AZ)	54065	408
Paxon, Bill (NY)	55265	1314
Payne, Donald M. (NJ)	53436	417
Payne, L. F. (VA)	54711	1119
Pelosi, Nancy (CA)	54965	240
Penny, Timothy J. (MN)	52472	436
Peterson, Collin C. (MN)	52165	1133
Peterson, Douglas "Pete" (FL)	55235	426
Petri, Thomas E. (WI)	52476	2262
Pickett, Owen B. (VA)	54215	2430
Pickle, J. J. (TX)	54865	242
Pombo, Richard W. (CA)	51947	1519
Pomeroy, Earl (ND)	52611	318
Porter, John Edward (IL)	54835	1026
Poshard, Glenn (IL)	55201	107
Price, David E. (NC)	51784	2458
Pryce, Deborah (OH)	52015	128
Quillen, James H. (Jimmy) (TN)	56356	102
Quinn, Jack (NY)	53306	331
Rahall, Nick J., II (WV)	53452	2269
Ramstad, Jim (MN)	52871	322
Rangel, Charles B. (NY)	54365	2252
Ravenel, Arthur, Jr. (SC)	53176	231
Reed, Jack (RI)	52735	1510
Regula, Ralph (OH)	53876	2309
Reynolds, Mel (IL)	50773	514
Richardson, Bill (NM)	56190	2349
Ridge, Thomas J. (PA)	55406	1714
Roberts, Pat (KS)	52715	1126
Roemer, Tim (IN)	53915	415
Rogers, Harold (KY)	54601	2468
Rohrabacher, Dana (CA)	52415	1027
Romero-Barceló, Carlos A. (PR)	52615	1517
Ros-Lehtinen, Ileana (FL)	53931	127
Rose, Charlie (NC)	52731	2230
Rostenkowski, Dan (IL)	54061	2111
Roth, Toby (WI)	55665	2234
Roukema, Marge (NJ)	54465	2244
Rowland, J. Roy (GA)	56531	2134
Roybal-Allard, Lucille (CA)	51766	324
Royce, Edward R. (CA)	54111	1404
Rush, Bobby L. (IL)	54372	1725
Sabo, Martin Olav (MN)	54755	2336
SANDERS, BERNARD (VT)	54115	213
Sangmeister, George E. (IL)	53635	1032
Santorum, Rick (PA)	52135	1222
Sarpalius, Bill (TX)	53706	126
Sawyer, Thomas C. (OH)	55231	1414
Saxton, Jim (NJ)	54765	438
Schaefer, Dan (CO)	57882	2448
Schenk, Lynn (CA)	52040	315
Schiff, Steven (NM)	56316	1009
Schroeder, Patricia (CO)	54431	2208
Schumer, Charles E. (NY)	56616	2412
Scott, Robert C. (VA)	58351	501
Sensenbrenner, F. James, Jr. (WI)	55101	2332
Serrano, Jose E. (NY)	54361	336
Sharp, Philip R. (IN)	53021	2217
Shaw, E. Clay, Jr. (FL)	53026	2267
Shays, Christopher (CT)	55541	1034
Shepherd, Karen (UT)	53011	414
Shuster, Bud (PA)	52431	2188
Sisisky, Norman (VA)	56365	2352
Skaggs, David E. (CO)	52161	1124
Skeen, Joe (NM)	52365	2367
Skelton, Ike (MO)	52876	2227
Slattery, Jim (KS)	56601	2243
Slaughter, Louise McIntosh (NY)	53615	2421
Smith, Christopher H. (NJ)	53765	2353

REPRESENTATIVES

Name	Phone	Room
Smith, Lamar S. (TX)	54236	2443
Smith, Neal (IA)	54426	2373
Smith, Nick (MI)	56276	1708
Smith, Robert F. (Bob) (OR)	56730	108
Snowe, Olympia J. (ME)	56306	2268
Solomon, Gerald B. H. (NY)	55614	2265
Spence, Floyd (SC)	52452	2405
Spratt, John M., Jr. (SC)	55501	1536
Stark, Fortney Pete (CA)	55065	239
Stearns, Cliff (FL)	55744	332
Stenholm, Charles W. (TX)	56605	1211
Stokes, Louis (OH)	57032	2365
Strickland, Ted (OH)	55705	1429
Studds, Gerry E. (MA)	53111	237
Stump, Bob (AZ)	54576	211
Stupak, Bart (MI)	54735	317
Sundquist, Don (TN)	52811	339
Swett, Dick (NH)	55206	230
Swift, Al (WA)	52605	1502
Synar, Mike (OK)	52701	2329
Talent, James M. (MO)	52561	1022
Tanner, John S. (TN)	54714	1427
Tauzin, W. J. (Billy) (LA)	54031	2330
Taylor, Charles H. (NC)	56401	516
Taylor, Gene (MS)	55772	215
Tejeda, Frank (TX)	51640	323
Thomas, Craig (WY)	52311	1019
Thomas, William M. (CA)	52915	2209
Thornton, Ray (AR)	52506	1214
Thurman, Karen L. (FL)	51002	130
Torkildsen, Peter G. (MA)	58020	120
Torres, Esteban Edward (CA)	55256	1740
Torricelli, Robert G. (NJ)	55061	2159
Towns, Edolphus (NY)	55936	2232
Traficant, James A., Jr. (OH)	55261	2446
Tucker, Walter R., III (CA)	57924	419
Underwood, Robert A. (GU)	51188	507
Unsoeld, Jolene (WA)	53536	1527
Upton, Fred (MI)	53761	2439
Valentine, Tim (NC)	54531	2229
Velázquez, Nydia M. (NY)	52361	132
Vento, Bruce F. (MN)	56631	2304
Visclosky, Peter J. (IN)	52461	2464
Volkmer, Harold L. (MO)	52956	2409
Vucanovich, Barbara F. (NV)	56155	2202
Walker, Robert S. (PA)	52411	2369
Walsh, James T. (NY)	53701	1330
Washington, Craig A. (TX)	53816	1711
Waters, Maxine (CA)	52201	1207
Watt, Melvin L. (NC)	51510	1232
Waxman, Henry A. (CA)	53976	2408
Weldon, Curt (PA)	52011	2452
Wheat, Alan (MO)	54535	2334
Whitten, Jamie L. (MS)	54306	2314
Williams, Pat (MT)	53211	2457
Wilson, Charles (TX)	52401	2256
Wise, Robert E., Jr. (WV)	52711	2434
Wolf, Frank R. (VA)	55136	104
Woolsey, Lynn C. (CA)	55161	439
Wyden, Ron (OR)	54811	1111
Wynn, Albert Russell (MD)	58699	423
Yates, Sidney R. (IL)	52111	2109
Young, C. W. Bill (FL)	55961	2407
Young, Don (AK)	55765	2331
Zeliff, William H., Jr. (NH)	55456	224
Zimmer, Dick (NJ)	55801	228

APPENDIX C

Summarized below are instructive examples of A.I.D.'s successes in the key areas of:

- Policy Environment
- Girls' Education
- Total Resource Coordination; and
- Quality in the Classroom

Policy Environment places emphasis on the broadest possible participation in the restructuring of the education system.

- **South Africa**: Assessing Policies for Educational Excellence (APEX)

  Provision of technical assistance for policy analysis to key organizations involved in comprehensive reform of South Africa's education system;

  Improvement of the policy dialogue and enhanced focus on strategic planning.

Girls' Education is based on a holistic approach that promotes access, sustainability and achievement.

- **Guatemala**: Basic Education Strengthening Project

  Policy forums with national leadership to accelerate the participation of girls in primary education.

Total Resource Coordination focuses on the need to mobilize resources from both the public and the private sectors as well as from non-governmental organizations and local communities.

- **Jamaica**: Primary Education Assistance II

  Coordination of community based leadership and the private sector to improve the quality and efficiency of primary education.

Quality in the Classroom places emphasis on building in-country capacity that will assess and measure the teaching and learning process within the classroom.

- **Ghana**: Improving Education Project

  In collaboration with University of Cape Coast, this project provided for an examination of the factors that contribute to learning through a detailed evaluation of teacher/student interactions and the use of classroom materials.

Several other successful projects highlight the need for continued support for education for basic learning:

- **Indonesia**: The Education Policy and Planning Process (EPP)

  Through the development of a decentralized education management information system, more complete and accurate information was made available for the Ministry of Education and Culture for analysis and utilization;

  Extension of basic education from six to nine years;

  Closer linkage of education to the demands of the labor market; and

  Refocused investments in technical/vocational education.

- **Botswana**: The Junior Secondary Education Improvement Project (JSEIP) and the Primary Education Improvement Project (PEIP)

  Institutionalizing of Botswana's secondary education system;

  Centers created for training and curriculum resources; and

  Improvement in the quality and efficiency of expanded education for basic learning.

- **Egypt**: Basic Education Project

  Construction of schools that led to an increase in enrollment, especially of girls and rural youth; and

  Increases in annual access rates in the first year of 29.7% for girls and 13.6 % for boys, and in the second year 34.5% for girls and 23.43% for boys.

APPENDIX D

Sample Talking Points

Once you have **briefly** introduced yourselves and your organizations to the legislator or staff, you should begin by telling them a little about the international education crisis and what the United States can do to help.

- **Two out of three adults in developing countries lack basic literacy and numeracy skills.** According to *The World Conference on Education for All*, a total of 960 million adults throughout the world are illiterate -- two-thirds are women.

- **Approximately one-quarter of children in developing countries have *no* access to formal education.**

- **Half of the world's children must share a single textbook with the entire class and learn from under-paid, under-educated and under-trained teachers.**

- The benefits of an educated populace are significant and can be measured by:
  increased labor force participation;
  increased labor force productivity;
  sustainable economic growth;
  poverty reduction;
  improved health and nutrition levels;
  better environmental protection;
  population control; and
  the promotion of democratic stability, pluralism and human rights.

- Research has shown that each additional year of **schooling** beyond grade three or four can lead to: **up to 20 percent higher wages; up to 10 percent fewer births; and up to 10 percent fewer child deaths.**

- **Consider the alternatives:**

  The cost of welfare and disaster relief soar as economic growth continues to stagnate.
  Population pressures increase as uneducated mothers continue to bear large numbers of children.
  Healthcare systems are further strained as the public fails to prevent avoidable childhood diseases like polio and diarrhea.
  The environment suffers as an uneducated public continues to pollute rivers and streams and to slash and burn forests.

- Since 1988, Congress has allocated a fixed portion of the Education and Human Resources Development account to basic education. The current level of aid is $135

million. However, that figure represents roughly only 1.5 percent of all U.S. non-military bilateral assistance.

- Education experts estimate that $2 billion per year will be needed in foreign aid to reach a target of primary education for all by the year 2005. This figure is conservative given that it does not include secondary education, literacy or workforce training. Present levels of donor support for education for basic learning total approximately $1.2 billion or 60 percent of the $2 billion required.

- Based upon the current proportion of funds donated for education for basic learning, the U.S. portion of the additional $800 million needed to reach the $2 billion target will equal almost $90 million. Our goal is to support U.S. funding for basic learning in the amount of **$225 million in FY 1994**.

Ask them for their help in attaining this goal and that you would like their assistance in pressing for language in the foreign aid bill that includes the following:

- Support for an increase in funds for basic learning to bring FY 1994 funding to $225 million.

- Target this support toward providing greater access to schools and improving the supply and quality of teachers and basic instructional materials. Specific support depends upon the level of educational advancement of the individual countries.

- Curriculum development in more advanced countries should be focused on the evolving economic and social needs of the countries and include greater emphasis on scientific and technical skills.

- Special emphasis should be placed on issues of equity, including basic learning for girls and women.

- Increased support for education for basic learning should be provided to raise the general level of literacy and numeracy, life skills and workforce skills to improve the skills of the populace in general and the ever-increasing number of small entrepreneurs.

- Increased effort should be made to leverage additional multilateral funds from donors and to coordinate program efforts.

If you are meeting with a member or staff of the key committees, you should tell them that you would be willing to work with their staff to draft language that includes these points. If they are not a member of one of those committees, you should urge them to introduce an amendment on the floor. At minimum, you should try and get a commitment out of them to support the foreign aid bill once it reaches the floor.